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ABSTRACT

The complexity of pluralism in this country makes it difficult for the educator to develop expectations of students based on their group memberships. This text examines these group memberships and ways educators can develop educational programs to meet the needs of those groups and the nation. The book provides an overview of the different microcultures to which students belong. The first chapter examines the pervasive influence of culture and the importance of understanding personal cultural backgrounds as well as those of students. The following seven chapters examine the microcultures of class, ethnicity and race, gender, exceptionality, religion, language, and age. Chapter 9, the final chapter, describes how the educator can portray and use pluralism in the implementation of multicultural education. Chapter 8 has been rewritten for this edition to address drug abuse, teen pregnancy, physical abuse, AIDS, and sexuality. The most recent writing on critical pedagogy has been incorporated, and brief case studies, "Critical Incidents," are presented at the end of the book. Each chapter contains some suggested readings. (SLD)

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